

General Welfare Requirement: Safeguarding and Promoting Children’s Welfare

Children’s behaviour must be managed effectively and, in a manner, appropriate for their stage of development and particular individual needs.



Equality of opportunity

Promoting and Supporting Positive Behaviour

Policy statement

We believe that children flourish best when their emotional needs are met and where there are clear and consistent boundaries (which are developmentally appropriate). As a whole team we model positive behaviour, lead PSE (Personal, Social and Emotional) activities and embed British Values into all that we do, to help children develop these skills for themselves.

As a team and in consultation with the children, we have agreed that we will respond consistently to the following 5 behaviours, for reasons of promoting children’s health/safety/wellbeing:

- Verbal or Physical aggression
- Refusing to have soiled nappy changed
- Rudeness/bullying (including discrimination) towards staff or children
- Not listening to rules to keep children safe
- Deliberate damage to toys and equipment

7 Key features of effective practice

The best for every child	High quality care	The Curriculum	Pedagogy	Assessment	Self-regulation and executive function	Partnership with Parents
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Our Team:

The senior team meet to discuss our children’s behaviour and wellbeing, and how we can ensure that they are safe and understand that there are rules for their safety and that of other children, as well as kindness to other children. The senior team comprises of; **Shereen Milledge (Manager and DSL)** **Laura Deveson (Deputy Manager)**, **Liz Chittenden (Health & Safety lead)** and **Sophie Peate (Forest activity lead)**, **Laura Adams (SENCO)**

We require the senior team to be:

- up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;

- access relevant sources of expertise
- check that all staff have relevant in-service training on promoting positive behaviour.

We require the whole team to:

- Recognise that codes for interacting with other people vary between cultures and we require staff to be aware of and respect these cultures whilst observing the ethos of the setting.
- Act as positive role models by treating children, parents and one another with friendliness, care and courtesy.
- As part of the staff/volunteer induction to read this policy.
- Work in partnership with children's parents. Key Persons to inform parents about their children's behaviour should the need arise, for example, if the child's behaviour is:
 - Disruptive to other children and staff within the pre-school environment
 - A danger to themselves, other children or staff
 - Aggressive to other children or staff, both physically and verbally
 - Rude or constitutes bullying (including discrimination) towards other children or staff
 - Involves deliberate damage of toys and equipment
- Work with parents to address recurring inconsiderate behaviour, using observation records to help understand the cause and to decide jointly how to respond appropriately.

How the team promote positive behaviour:

- We require our team to use positive and consistent strategies for handling any inconsiderate behaviour. We use praise and encouragement, rewards charts, stickers, positive role modelling and promoting our Preschool rules (which each year we get the children to come up with and re-visit throughout the year.)
- We use Lilibet the Raccoon (our good behaviour buddy) as a reward to children who have done something particularly good throughout the week. They are able to take her home and then share with the children and staff what they did with her through photos recorded in a book.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share with verbal praise and certificates and avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- Key Persons support each child in developing self-esteem, confidence and a sense of belonging in our group, so that they feel valued and welcome.

Team awareness:

- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require us to help them do this.
- We are aware that common inconsiderate/hurtful behaviours of young children include tantrums, biting or fighting. We are calm and patient, offering comfort to intense emotions and in extreme cases will put behaviour plans in place after A,B,C observations and discussions between Key Person and SENCO.
- Underlying causes – we recognise that there can be many reasons behind children's behaviour; new sibling, moving home, death in family, limited speech, SEN, neglect, and

abuse (this list is not exhaustive). Through observation and working with parents and if required, other professionals, we will support the child.

How we respond to our 5 behaviours:

- We help children to understand the outcomes of their actions by talking about what has happened and showing them the consequences of their actions, for example showing them the broken toy.
- We give the child time to talk through and think about what has happened.
- We praise the child when they show empathy, remorse etc
- If when they return to play, they repeat the behaviour, we will speak to them again and explain that their actions have not been appropriate at preschool. If we feel that returning to the same area/toy/group of children will result in the behaviour continuing, a practitioner will guide the child to another activity and remain with them until they are settled happily in their play again and praise any positive changes to their behaviour.
- If a child does not respond and their behaviour is affecting other children or staff, a member of the senior team will speak the child in the office where it is quiet and calm and will give the child time to calm down and reflect on their actions. Once they are calm and ready, they will re-enter the room. The practitioner will advise staff in the room to observe the child for 5 minutes so that they can be praised for any positive changes they make.
- We will speak to the parent at the end of the session and explain the circumstances and the actions taking.
- We will make a written note of a repeated behaviour in our incident book or using A,B,C observations to see if a pattern is emerging. These entries and observations will be looked at by the Key Person who will liaise with the SENCOs for advice.

What we never do:

- Send children out of the room by themselves.
- Use a naughty chair
- Use physical punishment, such as smacking or shaking or threaten these.
- Single out and humiliate individual children.
- Shout/use a threatening tone/use threatening words.
- Label children as naughty.
- Force a child to say sorry.

We use physical intervention, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. We may raise our voice to alert a child to “stop” in the case where the child or another child may be hurt, and we are unable to reach the child quickly enough. As soon as the adult has reached the child, they will explain to the child in a calm way why their behaviour was unacceptable. We record any occasions where physical intervention is used in a book, and the circumstances surrounding the requirement for intervention to be used.

A note about Types of Play:

Children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not

necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

We acknowledge that some children like to use guns in their play: we do not supply toy guns but realise that children will use other representative items and even their fingers. This type of play will be monitored carefully to ensure that no child feels frightened or threatened. We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to “goodies and baddies” – this can then offer opportunities for us as practitioners to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of “teachable moments” to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

This Policy was reviewed by	Shereen Milledge - Manager
Adopted by	Staff, Children and Directors
Date	November 2022
Review Date	November 2023

Review Log

Review Date	Brief Details of Amendments	Amended By	Agreed By
November 2020	Amended staff members	Sandra Cawsey	Rotherfield Pre-School Staff and Directors
Nov 2021	Amended staff names and roles, removed dragon system and Freddie fox	Shereen Milledge	Rotherfield Pre-School Staff and Directors
Oct 2022	Amend staff names and roles, removed Trunkey and monkey, re worded points in what we don't do.	Shereen Milledge	Rotherfield Pre-School Staff and Directors

Further Reading: Pennie Tassoni